Technology Integration Plan

Access to General Education Curriculum with Technology Accommodations

892.562.61

Spring 2009

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**UDL**

The purpose of Universal Design for Learning (UDL) is to ensure that each student reach their potential through any means necessary. UDL allows for a wide variety of accommodations so as to guarantee success for all students, no matter what their needs or disabilities are. Children are very unique in their individual strengths, needs, interests, and learning abilities. Having an educational environment where teachers only convey material or information in one way is not conducive to learning. UDL allows for multiple means of representation, engagement, and expression in order to fit the needs of every child within the classroom. Multiple means of representation gives learners various ways of acquiring and understanding information and knowledge. Multiple means of expression offers students numerous options for demonstrating what has been taught to them. Finally, multiple means of engagement enables students to delve into their own interests, increase their motivation to learn new things, as well as to allow educators to provide relevant and appropriate challenges to them.

**Multiple means of Representation for this unit:**

* Utilizing overhead transparencies for visual learners
* Cut and paste activities
* Interactive videos
* Outlined notes
* Small group instruction
* Independent instruction
* Cooperative/discovery groups
* Internet surfing
* Real-world/authentic materials (i.e. yellow pages, newspapers, menus, etc.)
* Creating menus
* Applying multiple intelligences simultaneously
* Smart board in the computer lab
* PECs for creating connections to functional words
* Variety of games (Jeopardy, Trash Ball, memory, trivia, etc.)
* Interactive websites for individual/pair use

**Multiple means of Engagement for this unit:**

* Utilizing games such as Jeopardy and Trash Ball as a means of friendly competition
* Drawing upon each student’s multiple intelligences
* Encouraging question asking
* Applying information to real-world situations
* Making connections between information being taught and how it applies to them as students and eventually independent citizens
* Giving choices for type of activity
* Surveys that question what their interests are
* Asking students what they would like to learn about/take away from the unit
* Encouraging use of knowledge in real-life situations (i.e. actually filling out a real job application on the internet, etc.)

**Multiple means of Expression for this unit:**

* Note-taking
* Creating menus
* Cut and paste activities
* Brainstorming
* Creating a rap or song
* Creating checklists as a memory strategy
* Utilizing word documents to type up responses
* Response cards
* Jeopardy game
* Trash ball

**SETT**

The SETT framework is designed to determine which students need which assistive technology. The “S” in SETT represents the student. As educators, we need to know several aspects concerning that student. For example, we need to know what he or she needs to do. In other words, what assignment or task does that student need to complete. We also need to be aware of what our student’s needs and abilities are (i.e. what can they do independently, what can they do with various types of assistive technology, etc.)

The environment, the “E” of the SETT framework, also plays a huge part in integrating technology into the classroom. Teachers need to know what equipment and materials are available for classroom use. Will it work for every student? Will the educator be able to access it with some ease? Does the physical environment allow for certain technology? Educators also need to consider what changes need to occur in order for these technologies to be integrated. Much of the time, the technology is available, but unfortunately, a lot of teachers either do not know how to utilize it within the classroom or have not received proper training on the equipment and its multiple uses.

Tasks are the first “T” in the SETT framework. Educators need to evaluate which naturally occurring activities are already taking place within the classroom and how the activities are supporting each student’s individual needs, goals, and objectives. Do these activities need to be modified? If so, how can the educators accommodate to those goals and activities in order to meet that child’s needs? And how does technology support those goals and objectives? Something as simple as modifying a student’s response could make all the difference for him or her. For example, a student who has difficulty with writing may benefit from larger lined paper or perhaps utilizing puffy paint as to help him or her stay within the lines of a graphic organizer.

The final “T” in the SETT framework has to do with tools. Teachers and related staff need to determine what technology (low or high) options should be considered for any particular child. In addition, the least technology that is the least difficult to implement should always be considered first. If it is easy enough to implement, then it is more likely to be used on a regular basis. Along with UDL, technologies that help one student may also be beneficial to others as well. We also need to look at what strategies are going to help students increase their motivation, performance, and achievement.

The SETT framework definitely requires teamwork and collaboration among all parties involved. Understanding each student’s needs and abilities, what technology is available, which tasks the technology is needed for, and which tools are needed to accomplish these goals is of utmost importance in creating an environment that is conducive to the most appropriate and successful education that a student can receive.

**Student Information:**

This is a self-contained classroom containing 8 male students. The student’s disabilities are varied, but include mild mental retardation, emotional disturbance, ADHD, traumatic brain injury, oppositional defiant disorder, and other learning disabilities. The students in this classroom receive a great deal of life skills in conjunction with the school-mandated curriculum. The students require and clear and consistent behavioral management program in order to ensure that they receive the optimum amount of academics.

***These are accommodations/needs for each student in the classroom***:

**\* CPM attached in another document\***

**\* Highlighted information includes *low tech* and *high tech* materials\***

**\*Embedded within each lesson includes various highlighted *low-tech* and *high-tech* materials as well\***

*A.A.:*  This student requires reading passages and directions to be presented both visually and orally. He also requires frequent monitoring to ensure that he is paying attention and following along. When he refuses work, staff should remind him of his behavior plan by telling him that he may take a self-help if he needs to. **Highlighting** important information, and presenting reading passages and direction both visually and orally will help with his focus and attention.

*W.A.:* Requires frequent monitoring to ensure that he is paying attention to the information being presented (sits in the front of the classroom by the teacher). **Utilizes an index card to help him follow along during a reading passage**. Requires visual presentation; **highlighters** to focus attention to important detail; requires wait time after asking a question, and requires frequent feedback for appropriate behaviors.

*D.B.:*  = Requires frequent 1:1 assistance in tasks, especially those involving reading and remaining on task and focused; requires visual presentations; may require **manipulatives to soothe hyperactivity (stress balls, stretchy string, etc.**); frequent breaks for ice water or to move heavy objects; multi-sensory approach; **visual organizers**; directions should be presented both orally and visually; **highlighter** to focus attention to important vocabulary/information; reading passages should be presented both orally and visually (student reads at about the 1st-2nd grade level); D.B. is very inquisitive and staff should remind him often that he needs to wait his turn/raise his hand.

*T.C.:* Requires 1:1 assistance both for reading and attention and focus issues; tends to refuse work that is more difficult or involves a lot of reading; has a tendency to be disruptive when work is more difficult – staff should offer proactive solutions (i.e. taking a self-help); staff should also make him aware of consequences (i.e. lunch detention, level drop, etc.); multi-sensory approach; **visual organizers**; directions should be presented both orally and visually; **highlighter** to focus attention to important vocabulary/information; reading passages should be presented both orally and visually (student reads at about the kindergarten level).

*T.H.:* Requires 1:1 assistance for both reading passages and attention and focus issues (tends to close eyes and put head down on desk – although appears to be paying attention when asked a question). T.H. should be reminded to raise hand to ask questions or for help. He requires **visual representation** on a frequent basis, including presentation of reading passages and directions both orally and visually. **Flash cards with pictures** will help with retaining of vocabulary.

*C.R.:* Requires frequent 1:1 assistance for both reading and focus issues. Needs frequent prompts for participation and answering questions (i.e. usually uses the “I don’t know”). He requires both **visual** and oral presentations of material. He requires frequent monitoring for remaining on task especially during independent work and requires wait time after asking a question. **Visual organizers** and **highlighters** to focus attention to important information are helpful as well.

*E.W.:*  Frequently disrupts classroom and classmates when class work is difficult or has experienced a negative situation at home or in the community; staff should offer student self-helps; distractions to other students should be made minimal (finishing work in resource room if distracting/disrupting other students work); multi-sensory approach**; visual organizers**; directions should be presented both orally and visually; **highlighter** to focus attention to important vocabulary/information.

*C.W.:* Frequently requires 1:1 assistance for independent reading activities; **highlighting** can assist in focusing on important ideas/facts/points, etc. A multi-sensory approach can help aid in the acquiring of new information. Other accommodations that can be helpful include: **visual organizers**, directions being presented both visually and orally, presenting reading passages both orally and visually, and utilizing **highlighters** to focus on important information/facts/vocabulary.

**Standards**

**VSC Standard #1:** Reading, Grade 5 – Comprehension of Informational Text

**Indicator:** Develop and apply comprehension skills by reading a variety of self-selected and assigned print and non-print informational texts, including electronic media.

**Objective:** Read, use, and identify the characteristics of functional documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, rules, invitations, recipes, advertisements, and other functional documents.

**VSC Standard #2:** Reading, Grade 5 – Vocabulary

**Indicators:** Develop and apply vocabulary through exposure to a variety of texts; Develop and apply a conceptual understanding of new words; and Understand, acquire, and use new vocabulary.

**Objectives:** Acquire new vocabulary through listening to, independently reading, and discussing a variety of informational texts; Discuss words and word meanings daily as they are encountered in text, instruction, and conversation; Identify and explain relationships between and among words; Use context to determine the meanings of words; and Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression.

**Goal of Instruction**

Instruction for these goals and objectives will occur during Life skills and Career Prep classes. The overall theme of this unit is to identify, locate, describe, and increase understanding of a variety of functional documents. This unit is incredibly important to all of the students in that it is a necessary skill for each of them to acquire in order to become as independent as possible. The goals for this unit will include identifying the various parts of a menu, job application, and catalog order form. The students will also demonstrate understanding for the uses, meanings, and characteristics of these functional documents by answering comprehension questions while utilizing a variety of graphic organizers. The unit should take approximately three weeks to complete.

**Student IEP Objectives:**

***A.A.***

***Objective #1:*** A.A. will define 15 new vocabulary words both in isolation and in context with 100% accuracy.

***Objective #2:*** Given an example of a functional document (i.e. movie listing, grocery store circular, menu, etc.), A.A. will answer 5 informational questions with 100% accuracy in 4 out of 5 opportunities.

***Objective #3:*** A.A. will utilize highlighted/underlined key information in curricular-based material to assist with recalling information/answering comprehension questions.

***W.A.***

***Objective #1***: Given an instructional level text or through class discussions, W.A. will discuss words and word meanings daily as they are encountered in text, instruction, and conversation with 80% accuracy for 2 words per day.

***Objective #2***: W.A. will highlight/underline key information in curricular based materials to assist with recalling information/answering comprehension questions.

***D.B.***

***Objective #1***: D.B. will identify 5 unknown vocabulary words both in isolation and in context with 100% accuracy.

***Objective #2***: D.B. will use thematic vocabulary words correctly in a sentence.

***Objective #3***: D.B. will highlight/underline key information in curricular based materials to assist with recalling information/answering comprehension questions.

***T.C.***

***Objective #1:*** T.C. will identify and define 5-10 unknown functional vocabulary words both in isolation and in context.

***Objective #2:*** T.C. will independently answer literal questions about information from a passage read to him.

***Objective #3:*** T.C. will highlight/underline important information/vocabulary with no more than 1 verbal prompt.

***T.H.***

***Objective #1:*** T.H. will label thematic vocabulary words givendefinition/attribute with no more than 1 verbal prompt.

***Objective #2:*** T.H. will identify and define 10 thematic vocabulary words with 100% accuracy.

***C.R.***

***Objective #1:*** Given an informational passage presented both orally and visually, C.R. will answer 4 out of 5 factual questions with 100% accuracy.

***Objective #2:*** Given an informational text, presented both orally and visually, C.R. will identify and demonstrate understanding of chronological and/or sequential order (i.e. first, second, then, finally, etc.) in 4 out of 5 trials.

***Objective #3:*** C.R. will identify and demonstrate meaning of 20 unknown functional vocabulary words both in isolation and in context.

***E.W.***

***Objective #1:*** Given a variety of informational passages (i.e. bus schedule, flyer, menu, etc.), E.W. will correctly answer factual questions in 2 out of 3 trials.

***Objective #2:*** E.W. will define 10 new vocabulary words both in isolation and in context.

***C.W.***

***Objective #1:*** C.W. will identify 10 new vocabulary words by completing activities such as matching, multiple choice, etc. with 80% accuracy.

***Objective #2:*** C.W. will label, describe, or use 10 new vocabulary words in a sentence given 1-2 cues per word with 80% accuracy.

***Objective #3:*** When presented with a text, C.W. will preview the text by examining features such as the title, pictures, illustrations, photographs, charts, and graphs to set a purpose for reading with 100% accuracy.

**Unit goals:**

**Unit goals:** The overall goals for this unit are for the students to enhance their understanding of a variety of functional documents and forms.

Goal #1: Students will recognize, identify, and understand vocabulary associated with restaurant menus, movie theater listings, bus, flight, and TV schedules, classified ads, the yellow pages, catalog and order forms, and job applications.

Goal #2: Students will demonstrate the meaning, importance, and various sections/parts/features of restaurant menus, movie theater listings, bus, flight, and TV schedules, classified ads, the yellow pages, catalog and order forms, and job applications.

Goal #3: Students will demonstrate the ability to accurately fill out a variety of functional forms/documents such as catalog order forms and job applications.

Goal #4: Students will demonstrate the ability to apply their knowledge of restaurant menus, movie theater listings, bus, flight, and TV schedules, classified ads, the yellow pages, catalog and order forms, and job applications by answering comprehension questions on each type of document.

**Lessons for Unit**

**(Instructional sequence – full lessons embedded within)**

**Lesson #1:** *Introduction to functional documents*: I will hand out 1 of each of the following: a menu from a local restaurant, a job application for *Footlocker*, the classifieds section of a newspaper, and a movie listing from a newspaper. As a class, the students will discuss what they know about these documents by filling in a KWL chart (worksheet #1) – Teacher will write down student responses on an **overhead** that they can read from to copy onto their worksheet. At the conclusion of the lesson, the students will write down three things that they learned on an Exit Ticket (**Template** #1) and turn it in as part of their evaluation. Their participation in class and completed KWL worksheet will also be utilized to determine prior knowledge and background. Students may also use the following: **pencil grips, word processor and/or Word Q to type responses, ruler to create lines on graphic organizer.** Students will also create own binder for functional unit by utilizing **color-coded folders** to separate each section. Students may also use **post-its and colored tabs** to separate work.

**Lesson #2:** *Drill*: Why is it important to learn about functional documents? Review answers as a class and discuss. Teacher will write a list of vocabulary words on the board and ask students to guess what the words are associated with. Students will then take turns adding more words that might be associated. Students will fill in a web (**template** #2) with restaurant vocabulary. Teacher will hand out a restaurant menu (document #1). Students will then be paired up to locate and identify, by **highlighting**, the selected vocabulary list (beverages, entrees, breakfast, sides, etc.). The students will then receive a chart to list each category/vocabulary word, the meaning, a picture that represents it, and an example (worksheet #2). Students may use **pictures from internet or magazines to cut and paste to chart**. Evaluated by participation, completion of **web made on Kidspiration 3** (or **template** #2), and completion and accuracy of chart (worksheet #2). Students may also create **vocabulary flash cards by using index cards and a binder ring to keep them together.** TW show a **video** on restaurants found on [www.unitedstreaming.com](http://www.unitedstreaming.com)

**Lesson Plan #3**

**Teacher:** Courtney Hencken

**Date:** 3/5/09

**Class:** Life Skills

**Unit:** Functional Documents – The Restaurant Menu

**Objective:** Given a menu and a reading passage, students will answer 8 out of 10 comprehension questions with 100% accuracy with 1 or less verbal prompt. Students will also create 5 complete sentences utilizing self-chosen restaurant vocabulary with 80% accuracy.

**Materials:** Copies of worksheet # 3a, copies of a sample menu, copies and **transparency of the passage “Reading a Menu”**, worksheet #3b, writing journal, **overhead projector**

**Motivation/drill/warm-up:** Teacher will hand out a drill (worksheet #3a – attached to lesson plan). Students will complete drill independently**. May be completed on white board or computer**. Drill will be reviewed as a class and questions on any of the problems will be discussed.

**Procedure:**

**Modeling/describe and demonstrate:**

1. Teacher will hand out a copy of a menu to each student.
2. Teacher will instruct students to **highlight** each category (entrée, dessert, beverages, sides, “from the sea”, etc.) on the menu.
3. Teacher will review each category on the menu with the entire class.
4. Teacher will then hand out “*Reading a Menu*”.
5. Teacher will begin reading, while modeling how **to locate and highlight** important information and pertinent vocabulary (i.e. entrée, appetizers, starters, a la cart, etc.) as the passage is read. Students may also use **arrow stickers or highlighting tape for categories**

**Guided Practice:**

1. Students will then take turns reading passage aloud and deciding upon important information/vocabulary.
2. Teacher will question student responses by prompting for their reasoning as to why they think a certain piece of information is important.
3. Teacher will then handout the questions for “*Reading a Menu*” (worksheet #3b).
4. Teacher will guide students to locate the answers to each question by modeling the first 2 or 3 questions.

**Independent practice:**

1. Students will work in pairs to complete questions. Students may use **Kidspiration web on the computer to answer questions** if they choose to do so.
2. Teacher and Teaching assistant will monitor students work by floating to each group.
3. Teacher will review answers as a whole group.
4. Students will then be instructed to choose 5 vocabulary words from the reading in order to create 5 sentences in their writing journal. Students may use the **computer to help with spelling, grammar**, etc. Students may also use **vocabulary cards** to write sentences.

**Closure** (last 5-7 minutes of class): Teacher will review restaurant vocabulary. Students will then be informed that they will be creating a restaurant menu of their own for the next couple of classes. Teacher will ask students to begin thinking about what they would like their restaurant to be named, what they would like to serve, etc.

**Accommodations/needs:**

These are accommodations/needs for each student in the classroom.

*A.A.:*  This student requires reading passages and directions to be presented both visually and orally. He also requires frequent monitoring to ensure that he is paying attention and following along. When he refuses work, staff should remind him of his behavior plan by telling him that he may take a self-help if he needs to. **Highlighting** important information, and presenting reading passages and direction both visually and orally will help with his focus and attention. A.A.’s present levels of performance are as follows: Reading comprehension = 3.1 grade equivalence (G.E.); Listening comprehension = 2.5 G.E.; Word identification = 3.2 G.E.; Written Expression = 3.1 G.E.; and Spelling = 4.2 G.E.

*W.A.:* Requires frequent monitoring to ensure that he is paying attention to the information being presented (sits in the front of the classroom by the teacher). **Utilizes an index card to help him follow along during a reading passage.** Requires **visual presentation**; **highlighters** to focus attention to important detail; requires wait time after asking a question, and requires frequent feedback for appropriate behaviors. W.A.’s present levels of performance are as follows: Word identification = 1.7 G.E.; Reading comprehension = 2.0 G.E.; Listening Comprehension = 2.8 G.E.; Written Expression 1.6 G.E.; and Spelling = 1.9 G.E.

*D.B.:*  = Requires frequent 1:1 assistance in tasks, especially those involving reading and remaining on task and focused; requires **visual presentations**; may require **manipulatives** to soothe hyperactivity (stress balls, stretchy string, etc.); frequent breaks for ice water or to move heavy objects; multi-sensory approach; **visual organizers**; directions should be presented both orally and visually; **highlighter** to focus attention to important vocabulary/information; reading passages should be presented both orally and visually (student reads at about the 1st-2nd grade level); D.B. is very inquisitive and staff should remind him often that he needs to wait his turn/raise his hand. D.B.’s present levels of performance are as follows: Word identification = 1.6 G.E.; Reading comprehension = 1.8 G.E; Listening Comprehension = 4.0 G.E.; Written Expression = 1.5 G.E.; and Spelling = 1.2 G.E.

*T.C.:* Requires 1:1 assistance both for reading and attention and focus issues; tends to refuse work that is more difficult or involves a lot of reading; has a tendency to be disruptive when work is more difficult – staff should offer proactive solutions (i.e. taking a self-help); staff should also make him aware of consequences (i.e. lunch detention, level drop, etc.); multi-sensory approach; **visual organizers**; directions should be presented both orally and visually; **highlighter** to focus attention to important vocabulary/information; reading passages should be presented both orally and visually (student reads at about the kindergarten level). T.C.’s present levels of performance are as follows: Word identification = 1.0 G.E.; Reading Comprehension = 1.7 G.E.; Listening comprehension = 6.1 G.E.; Written Expression = 1.2 G.E.; and Spelling = 1.5.

*T.H.:* Requires 1:1 assistance for both reading passages and attention and focus issues (tends to close eyes and put head down on desk – although appears to be paying attention when asked a question). T.H. should be reminded to raise hand to ask questions or for help. He requires **visual representation** on a frequent basis, including presentation of reading passages and directions both orally and visually. **Flash cards with pictures will help with retaining of vocabulary**. T.H.’s present levels of performance are as follows: Word identification = K.8 G.E.; Reading Comprehension = 1.4 G.E.; Listening Comprehension = 5.5 G.E.; Written Expression = 1.8 G.E.; and Spelling = 1.0 G.E.

*C.R.:* Requires frequent 1:1 assistance for both reading and focus issues. Needs frequent prompts for participation and answering questions (i.e. usually uses the “I don’t know”). He requires both **visual and oral presentations** of material. He requires frequent monitoring for remaining on task especially during independent work and requires wait time after asking a question. **Visual organizers and highlighters** to focus attention to important information is helpful as well. C.R.’s present levels of performance are as follows: Word identification = 2.0 G.E.; Reading comprehension = 2.7; Listening comprehension = 3.2 G.E.; Written expression = 2.8 G.E., and Spelling = 2.5 G.E.

*E.W.:*  Frequently disrupts classroom and classmates when class work is difficult or has experienced a negative situation at home or in the community; staff should offer student self-helps; distractions to other students should be made minimal (finishing work in resource room if distracting/disrupting other students work); multi-sensory approach; **visual organizers**; directions should be presented both orally and visually; **highlighter** to focus attention to important vocabulary/information. E.W.’s present levels of performance are as follows: Reading comprehension = 2.8 G.E.; Word identification = 6.1 G.E.; Listening comprehension = 4.2 G.E.; and Spelling = 5.2 G.E.

*C.W.:* Frequently requires 1:1 assistance for independent reading activities; **highlighting** can assist in focusing on important ideas/facts/points, etc. A multi-sensory approach can help aid in the acquiring of new information. Other accommodations that can be helpful include: **visual organizers**, directions being presented both visually and orally, presenting reading passages both orally and visually, and **utilizing highlighters** to focus on important information/facts/vocabulary. C.W.’s present levels of performance are as follows: Reading comprehension = 1.0 G.E.; Written expression = 2.0 G.E.; Spelling = 1.0 G.E.; Word identification = 2.8 G.E.; and Listening Comprehension = 2.7 G.E.

**Evaluation/assessment:**

Students will be evaluated by teacher observation, the student’s PDR (professional development record or point sheet which includes points for following directions, maintaining focus, participation and on task, etc.), participation in class activities and the class handouts, and completion and accuracy of independent/homework; accuracy of restaurant vocabulary sentences in writing journal, and completion and accuracy of worksheet #3b

**Lesson #4**: **(approximately 2 days):** Students will be instructed to create their own menu. They will be given a graphic organizer (graphic organizer #1) to organize each category (i.e. appetizer, soup, salad, entrée, dessert, etc.). They will then be instructed to choose a certain number of items for each category. Once the student has chosen their items, they will then begin to construct their menu (first completing a rough draft that is to be checked by either the teacher or teaching assistant). Students will utilize **construction paper, markers, and pictures from magazines or internet to create their menus**. (Model #1 attached). Students with motor or handwriting difficulties may use the **computer to type up their items to cut and paste** onto the menu itself. Students will also need to include prices for each item. Students will be evaluated by accuracy of menu, proper use of vocabulary, and directions followed using rubric #1. Students may use **calculators** to determine appropriate pricing, **vocabulary flash cards for adding to the word wall, post-its to help with organization of categories, non-drip glue, computer for finding pictures on the internet, checklist of what to include in menu.**

**Lesson #5:** Students will share their competed menus with students by presenting them to the class. Teacher will review how to calculate tax, tip, and total amount with student before proceeding. Students will then be given a menu completed by another student. Teacher will then hand out worksheet #3 (“Where am I going to eat?”) for students to complete. If time allows, students may complete worksheet #3 for another student’s restaurant independently. Students will be evaluated by presentation of menu, and accuracy of worksheet #3. Worksheet #3 also incorporates mathematic skills by calculating tax, tip, and total for their restaurant bill. Students may use **calculators, number lines, “play money”, or counting chips, and overhead timer for presentations**.

**Lesson #6:** Teacher will review the purpose of functional documents by creating a web on the board through class brainstorm. Teacher will then ask students about what they like to do for fun and then introduce reading movie listings. Ask students where they can find movie listings (i.e. newspaper, internet, movie phone, etc.). Students will then be given a copy of a blank web. As a class, the students will brainstorm all of the different parts/categories/information that a movie listing will tell someone. Teacher will discuss the meaning of each category (i.e. rating – G, PG, PG-13, etc.). Students will be evaluated by participation during lesson and web completion. Students may utilize the **computer to type up his responses (may use typing with symbols).**

**Lesson # 7**

**Teacher:** Courtney Hencken

**Date:** 03/17/09

**Class:** Life Skills

**Unit:** Informational Text/Functional Documents – Movie Listings

**Objective:** Students will be able to identify, locate, and distinguish the various parts of a movie listing with 80% accuracy with no more than 1 verbal prompt. Given a sample newspaper movie listing, students will also demonstrate the ability to answer 5 or more comprehension questions with 80% accuracy. Utilizing the internet, students will locate, identify, and write/type the following pieces of information concerning a movie listing: time, cost, location of theater, rating, and movie, with 80% accuracy.

**Materials:** Copies and transparency of document #2, **overhead projector, markers**, copies and **transparency** of worksheet # 7a, **computers**

**Motivation/Drill/Warm-up:** Teacher will write the following on the board: 1.) List 3 movies that you would like to see; 2.) Write the closest movie theater to your house; 3.) List your favorite movie snack foods.

**Procedure:**

**Modeling/describe and demonstrate:**

1. Teacher will review where to find movie listings by asking students to recall.
2. Teacher will also review the information that can be found by looking at a movie listing (i.e. theater, location of theater, movie rating, ticket price, times, etc.).
3. Teacher will pass out document # 2 and will use model how to **color code each category or piece of information to distinguish where to find each piece of information (i.e. theater name = blue; times = yellow; rating = orange; price = green, etc.) on the overhead transparency.** Students will color-code each section on their own copies.
4. Teacher will then pass out worksheet #7a. Teacher will model how to answer the first 2-3 questions.

**Guided Practice:**

1. Teacher will ask students the next 5-6 questions and have them come up to the **overhead to point out where they found the answer**.
2. Teacher will also ask the students which category they used to answer the question in order to reinforce vocabulary.
3. Teacher will then pair the students to complete the worksheet # 7a.

**Independent Practice:**

1. Students will complete the questions. Teacher and teaching assistant will monitor student work by floating to each pair. **May utilize word processor and Word Q for responses.**
2. Teacher will review the answers by having the students volunteer. Teacher will clarify any incorrect answers.
3. Teacher will then pass out template # 7b for the students to complete independently.
4. Teacher will read directions and students will utilize the **internet to complete the template independently.**
5. Teacher and teaching assistant will monitor the students by walking around and answering any questions, etc.
6. Students will **print out the internet information** they used to complete template #7b

**Closure** (last 5-7 minutes of class): Students will each be instructed to share one of their movie findings with the class. Teacher will wrap up by reviewing why this skill is important. Teacher will also ask students to think of a play, sporting event or concert that they would like to see sometime and to have that ready to share for next class.

**Evaluation/assessment:** Students will be evaluated by teacher observation, the student’s PDR (professional development record, or point sheet which includes points for following directions, maintaining focus, participation and on task, etc.), completion of drill, participation in class activities, accurately **color-coding** **with markers or highlighting tape** for document #2, accurate completion of worksheet #7a, cooperative participation with paired classmate, and accurate completion of template # 7b.

**Lesson #8:** Teacher will review the various parts of a movie listing. Play BINGO as a review, students can **use bingo stamper/marker**. Teacher will then lead into the nest steps when you find a movie that you want: buying tickets. Teacher will draw a web on the board and ask students what types of activities that you need tickets for. Students can write down their responses on their own copy of a web. Teacher will then pass out a variety of tickets: concert tickets, sporting event tickets, carnival tickets, movie tickets, etc. and have the student inspect them. Teacher will then pass out copies of document #3 and discuss the various parts of a ticket with students. Students will then complete worksheet #4. Students will be evaluated by participation in group discussion, completion and accuracy of worksheet #4, and their PDR points. Students may **utilize pen or pencil grips, large lined paper, paper that has been divided by puffy paint so that the student stays within the lines, computer processor for spelling, Word Q, Read out Loud.**

**Lesson #9:** Teacher will review using movie tickets to figure out certain pieces of information, etc. Teacher will then ask students about the different ways that they can get to the movies. Teacher will introduce public transportation and the different forms and what they can do if they cannot find a ride from someone. Teacher will introduce bus schedules through a **talking power point**. Teacher will hand out document #4 and discuss the various parts of a bus schedule. Teacher will also ask students comprehension questions regarding the bus schedule. Students can answer questions by **using dry erase boards**. Students will then be put into cooperative groups to complete worksheets #5a-c. Students will be evaluated by their participation in cooperative groups, accuracy and completion of worksheets #5a-c, and the PDR points. Students may create **vocabulary cards** for each new functional vocabulary word (**including binder rings**).

**Lesson #10:** Teacher will review bus schedule and discuss the various other types of schedules with students (i.e. flights, TV, personal schedules, etc.). **Quick review with response cards (YES/NO, TRUE/FALSE, etc.)** Students will then be introduced to reading flight schedules. Teacher will hand out a copy of document #5 as well as put one on the **overhead** for the students to see. Teacher will then pass out the **index cards** attached to the students and then will determine who will be “arriving” and/or “departing” and at what time and from what location. After the students have completed the activity, the teacher will model how to answer questions on worksheet #6 by using document #6 on the **overhead**. As an extension activity, students will independently complete comprehension questions by utilizing document #7 on reading TV listings. Students will be evaluated on the accuracy and completion of worksheet #6, participation in group activities, and probing. Students may utilize **large-lined paper for responses, computer program with Word Q, pencil grips, Write Out Loud.**

**Lesson #11:** *Jeopardy game:* Students will be split up into pairs and will play a game of **jeopardy against the whole class using the jeopardy computer application**. Questions will consist of aspects regarding the functional documents that have been taught thus far (i.e. restaurant menus/vocabulary, movie listings, tickets, various schedules, etc.) Students will be evaluated on the accuracy of their responses to the questions.

**Lesson #12** (will take 3-4 class periods): Drill: 1.) List your favorite places to shop. 2.) List 2 different ways in which you can purchase items. Students will answer questions on their drill sheet, **dry erase board**, or **word document using Word Q** and then share them with the class. The teacher will then share with the students that they are going to learn how to show using a catalog. TW hand out a variety of catalogs for the students to browse through. TW discuss the importance of reading descriptions carefully if you are planning on ordering through a catalog. TW pass out copies of document #7 and students will take turns reading and **highlighting** important information using **highlighter, highlighter tape, arrow stickers, or post-its**. TW then model how to fill out an order form by completing worksheet #7 on a **transparency.** TW review tax and explain shipping and handling. Students may utilize **a large or talking calculator**. As a class, students will then answer the comprehension questions on worksheet #8. Students may use **Franklin speller** to answer questions or **internet** ([www.ask.com](http://www.ask.com)). TW help guide the class discussion by asking students to give reasons to their responses of the questions. *Day #2*: TW review catalog orders and students will then be given a packet (“Let’s Go Shopping”) as well as a real catalog and will be asked to complete the order form given the directions. There are a total of 4 packets in the “Let’s Go Shopping” series that can be given over the course of several days so that students can practice both utilizing a catalog, but also filling out checks and addressing envelopes, which are also functional life skills.

**Lesson #13:** TW draw a web on the board and the students will brainstorm all of the different ways/places to find information/services/etc. SW write responses on **adapted graphic organizer or Microsoft word using Word Q**. TW introduce the yellow pages by passing around a couple of phone books. SW be instructed to work in pairs to try and answer questions to a scavenger hunt. After the activity, TW put document #9 on the **overhead** and hold a class discussion by pointing out the important parts of the yellow pages. TW model the first 2-3 questions on worksheet #9, and then the SW be asked to complete the rest of the worksheet independently. The following lesson can be spent browsing through the actual yellow pages as well as on the **internet** (<http://www.yellowpages.com/>) to complete another scavenger hunt for added practice.

**Lesson #14:** TW place completed web on board and review. Students will review by answering questions using the **“egg response” game** (trivia game where students get to buzz in when they know the answer). TW introduce the classified section by passing out several copies of the same newspaper classifieds to students. TW discuss the different sections of the classifieds and the different ways in which you can use them. SW fill in **graphic organizer (web)** by listing all the different sections/parts to the classifieds. Students may **utilize ruler to draw lines, large lined paper, pencil grips**. TW then handout copies of document #10 and go through the example classified ad with students. SW break into 2 groups to complete worksheet #10. *Day #2*: TW review classified ads. As an extension activity, students will utilize their newspapers from the previous day to complete a scavenger hunt of comprehension questions (such as: find a used automobile that you would like to purchase and write down the description and cost or locate and write down 4 different job opportunities).

**Lesson #15:** *Trash Ball Game*: Each student will take a turn at answering a question concerning anything about functional documents that they have learned so far. If they answer the question correctly, they receive a point and get to take a shot in the recycle bin for another point. If they answer incorrectly, a peer can steal the question for a point. Answers by students can help to gauge which topics need to be revisited and reviewed. **Ball of paper or soft squeeze ball and recycle bin are needed as well as overhead timer.**

**Lesson #16-21** (may take 2 weeks): *Note: This section of the unit will take the longest, as there are many parts to learning about and completing a job application.* TW review the various features/things that can be found within the classifieds. TW also remind that the classifieds are one way to find and locate a job, and that once you find a job that sounds good to you, the next step is to then fill out a job application. TW show **video on job expectations and job application process. Students will answer questions about video using a dry erase board.** TW then hand out a variety of authentic job applications. SW then list the difference and similarities on a chart hung up on the board**. Students may write response on adapted paper, use pencil grips, type responses on Microsoft word using Word Q, or write response on dry erase board.** TW discuss the different parts of the job application by **highlighting** and pointing out each section using documents #11-13 on an **overhead projector.** Teacher can utilize packet #2 to aid in instruction with job application vocabulary, importance of each section, practice in filling out each section, etc. Students will create **vocabulary cards on index cards and keep them together using binder ring.** Over the course of several days, students can practice filling out each section of the application both on the **internet** as well as paper applications. Included with this section of the unit are a variety of job application resources, including a variety of applications for other things such as library cards and camp, comprehension questions for already completed job applications, etc. Throughout this part of the unit, it would be important to review on a regular basis through **board games, review games, drills,** etc. in order for the teacher to know which student is struggling or understanding which aspects of the job application process. Splitting up into small groups, pulling students out for individual assistance, and creating learning pairs/buddies and cooperative groups, would only help to enrich the learning of this material.